

Supervisors' Strategy to Improve Teacher's Pedagogic Competence in the Implementation of the Independent Curriculum at High School in Banda Aceh City, Indonesia

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Abstract. The school supervisor has the main task of monitoring, supervising and evaluating the implementation of education. This research aims to describe high schools in Banda Aceh City: 1) Supervisor coaching program for teacher pedagogic competence; 2) Supervision strategies for improving teacher pedagogy; 3) Evaluating the Superintendent training program; 4) The supporting and inhibiting factors found by the supervisors in increasing the pedagogical competence of teachers.

This research uses a type of descriptive qualitative research method. The subjects in this study consisted of supervisors, principals and teachers. The research was conducted at the driving schools of Negeri 3 and Negeri 7 Kota Banda Aceh. Collecting data with the method of interviews, observation and documentation. The results of the study can be concluded: 1) the preparation of the supervisory program is carried out at the beginning of the school year, consisting of a Managerial Program Plan (known as RPM) and an Academic Program Plan (known as RPA); 2) the implementation of the academic supervision program has stages and a structured schedule; 3) program evaluation is about evaluating the results of academic supervision, especially on the educational competencies carried out by school principals and supervisors for teachers; 4) follow-up and solutions to these obstacles are coaching from school supervisors and principals, attending training, sharing in the MGMP and increasing the intensity of class visits to regular and continuous academic supervision.

Keywords: strategy; pedagogic competency; implementation of the independent curriculum.

INTRODUCTION

Education is an essential component that must be owned by every individual and is a benchmark to see the progress of a nation in the world. This progress can be seen in the educational institution's quality. Indonesia is a developing country, so educational institutions in Indonesia, both formal and non-formal educational institutions, are still far behind compared to developed countries. For this reason, various efforts need to be made so that Indonesia produces intelligent people, not only intellectually brilliant but also emotionally and spiritually intelligent through education.

According to the Law on the National Education System Number 20 of 2003, National education

functions to develop abilities and shape noble national character and civilisation to educate the nation's life and aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Education is a means to develop intellectual, emotional and spiritual intelligence for each individual as well as have an impact on the progress of a nation.

In Indonesia, the implementation of the curriculum has undergone various changes and improvements, namely in 1947, 1994, 1997, and 2004 (Competency-Based Curriculum) and the

2006 curriculum (Educational Unit Level Curriculum) [1].

A new independent curriculum was presented that provides opportunities for students to study in a calm, relaxed, fun, stress-free and pressure-free way to show their natural talents. One of the programs presented by the Ministry of Education and Culture is the driving school program. This program is designed to support each school to create generations of lifelong learners with the personality of Pancasila students for the success of all that require the role of a teacher.

The independent curriculum program as a form of education reform focuses on cultural transformation because school culture should not only focus on an administrative approach. It must also be oriented towards innovation and student-focused learning, hoping that the graduates produced align with the Pancasila student profile. This driving school program will later become the gateway to a curriculum oriented towards the needs of students with the suitability of the student's character and the characteristics of the school environment in Indonesia. The authors [2] have researched implementing the independent curriculum. The research results obtained that the implementation of the Merdeka Belajar Curriculum is more optimal than the 2013 Curriculum, even though it has only been implemented for one year.

Based on the description above, it can be concluded that the driving school program is one solution that is expected to answer the desire to move education in Indonesia to make changes for the better. Schools serve as catalysts for realising the goals of education in Indonesia. Driving schools are schools that prioritise improving student learning outcomes holistically.

Many factors are vital in advancing education in an institution: teachers, principals and supervisors. These three factors are very influential in education, which is growing daily. With the cooperation of the three elements that participate in education, it is hoped that the Indonesian state can develop daily and one day stands on an equal footing with developed countries.

Professional teachers are teachers who prioritise quality and quality of education. Teacher services must meet the needs of the community, nation and users and maximise the abilities of students based on the potential and skills possessed by each individual. The quality of education and

graduates often depends on the teacher's role in managing the teaching components used in the teaching and learning process, which are the school's responsibility.

Based on the author's observations, several high schools in Banda Aceh City have problems. For example, several teachers develop learning tools (Learning Implementation Plan - RPP). Still, when the teaching and learning process occurs, the methods, strategies and evaluations practised in class are not those described in the RPP. Teachers must prepare for administration because this is part of the teacher's professional pedagogical competence. Sometimes teachers are less creative in using appropriate methods and media in the teaching and learning process in the classroom. Teachers often do not use the learning press and only use the lecture method. The author [3] suggests, "One way to improve school quality is to improve teacher performance through academic supervision. Teacher performance is very closely related to the competence possessed by the teacher himself. This means that to show good performance, the teacher must also have good competence".

A teacher's competence is highly demanded to answer the challenges of the times in the field of education to succeed in bringing the country in a more advanced direction. A teacher must possess consist of 4, namely pedagogic competence, professional competence, personal competence, and social competence. These four competencies largely determine the success of teachers in carrying out their profession. These four competencies have a very close relationship with one another. Still, pedagogical competence for a teacher is the main requirement that must be mastered and becomes a benchmark in the development and success of students both individually and in groups.

The pedagogical competence of a teacher is a set of abilities that a teacher must own to carry out his teaching duties properly. Thus, it takes determination and a strong desire for each teacher or prospective teacher to become a professional teacher with accountability in carrying out these four competencies.

In addition to teachers, the presence of the school principal plays a vital role in carrying out their managerial and high professional integrity duties, as well as democratic for essential decision making. In independent learning, the principal is 'the key person' in an educational institution. The

author argues that implementing the ambitious teacher program requires a school principal with managerial skills, who greatly determine the school's dynamics towards success and progress in all areas of life. The principal's intellectual, emotional, spiritual and social capacity significantly influences his leadership's effectiveness.

Principals must be able to increase school productivity. Productivity can be seen from education output as an educational atmosphere. Besides that, the principal must always provide authority and space for the teacher to make the desired changes. The principal must be prepared for the sudden modifications made by the ambitious teacher in the curriculum to make the class more enjoyable. Therefore, the principal must continue to mature intellectually, emotionally, spiritually and socially. In an era of independent learning, school principals must continue to a higher level, be active in discussion forums, be intense in social organisations, and be diligent in worship so that their leadership is physically and spiritually successful. His leadership brings formal structural and cultural changes that affect a person's behaviour. According to [4], school principals' management and leadership styles are closely related and significantly impact teacher-teaching performance.

Supervisors also play a role that is no less important for a school's progress. To make the independent learning program successful, school supervisors function as partners or partners for enlightening discussions for school principals and teachers. Supervisors have an equally important task in improving the quality of education in Indonesia, namely in guiding teachers to carry out teaching and learning in the classroom. School supervisors act as educational supervisors with the task of carrying out academic supervision in the form of professional assistance to teachers [5]. Teachers can improve the quality of learning to improve student learning outcomes. To carry out the supervisory function, school supervisors must have qualifications and skills superior to teachers.

The progress of education, which is increasingly rapid, requires school supervisors to expand, renew and deepen their competence [6].

METHOD

Descriptive qualitative research explores and clarifies phenomena by describing variables re-

lated to the problems studied. In this case, the researcher seeks to explain the supervisor's strategy for increasing the educational competence of teachers in the mobilising high school in the city of Banda Aceh.

This descriptive qualitative method is used because of several considerations. First, adjusting the qualitative approach is more accessible when dealing with multiple realities. Second, this method is more sensitive and adaptable to a lot of shared influence on the value patterns encountered.

The subjects in this study consisted of supervisors, principals and teachers. In each school, the researchers took two teachers to carry out academic supervision by observing teaching and learning activities in class. Then the researcher interviewed one teacher different from the one marked and questioned the principal and supervisor to get further information. The sampling technique in this study was purposive sampling.

The instruments used in this study were interview and observation guidelines. The interview guide contains questions that will be asked of research subjects, namely supervisors, principals and teacher boards at two public high schools in Banda Aceh as driving high schools. The observation guideline is an observation sheet that contains supervisory observations on school principals and teachers. This aims to determine the supervisor's strategy for teachers' pedagogical competence in schools.

In the data analysis process, the author will describe and disclose data regarding the assessment of educational competence in the two Mobilization High Schools in Banda Aceh City. Considering the formulation and research objectives above, this research includes non-statistical analysis, namely using data that is not in the form of numbers but in the form of descriptive reports.

RESULT AND DISCUSSION

The role of school supervisors as supervisors has the responsibility and duty to guide teachers to improve their competence. Therefore, the supervisor's duties consist of planning, implementing and assessing academic supervision programs for teachers.

The supervisor development program and the supervision program at the driving high school in Banda Aceh City have been carried out according

to plan and made at the beginning of the school year. The supervisor's academic supervision program is prepared at the beginning of the school year and consists of training in a learning program, including the annual program, semester program, teaching modules and other learning tools the teacher must prepare.

Supervisor planning to improve teachers' pedagogical competence at the school is based on a systematic work plan. At the same time, the implementation of coaching for teachers is carried out by assisting teachers in preparing learning scenarios, from developing lesson plans to implementing learning evaluations. And coaching evaluation is carried out by carrying out monitoring and follow-up programs. Both planning, implementing and evaluating academic development for teachers involve supervisors, school principals, deputy principals for curriculum and teachers. The results of this research [7] state that the supervisor's strategy in improving the academic competence of teachers at the Bungcala State Madrasah Ibtidaiyah, Aceh Besar District, involves school principals, curriculum representatives and senior teachers.

Undeniably, the governance system will heavily influence the excellent and impaired quality of education. The education governance system will develop well when implemented through suitable mechanisms. Therefore planning a performance development program in educational institutions is an essential step in understanding the duties, responsibilities and expectations for the future. Planning must be formulated through the active role of all stakeholders in educational institutions, both school principals, supervisors and teachers. Planning in the management of educational organisations is to develop a target for the future. Planning is the process of thinking through and carefully determining directions, goals and actions and assessing the appropriate resources and methods. The existence of a plan in an educational institution function as an outline and details the objectives to be identified. Planning is also a guide in establishing and carrying out educational activities. So careful planning always produces the right and best resources in implementing the plan.

The supervisor's task is to implement the planning through coaching implementation. To carry out coaching for teachers, human resources are needed that meet professional standards. Super-

visors, to coaching, must have professional competence, which includes three dimensions.

The dimension of coaching has several aspects and indicators:

- master the field of study/group of subjects by the work area.
- guides its target teachers to develop subject groups.
- implements, fosters, assess and develops the school curriculum, including the curriculum in the field of science.
- responsive to efforts to improve and/or perfect the curriculum and learning/guidance.
- evaluates teacher competence and performance and utilises the assessment results to improve learning/guidance services.
- provides counselling and/or study assistance.

Supervision is assistance supervisors provide to teachers so that the learning process can be carried out correctly. Supervisors must be able to understand the teacher's very complex tasks. Therefore, supervisors' skills and knowledge are needed to identify the problems teachers face individually and in groups.

One of the competencies that a supervisor or supervisor usually has is mastering various techniques that will be applied in teacher development. Each teacher certainly has different needs to improve their performance. However, teachers may have coaching needs on the same subject.

Individual techniques in implementing supervision at the school are supervision of class visits, private meetings and class observations. Class visits and comments are coaching activities by school supervisors and principals to observe the learning process and obtain data for teacher coaching programs.

Conducting visits and observations guides teachers' weaknesses and maintains those already good. So that it does not seem that the implementation of supervision is only looking for teacher mistakes in carrying out tasks but is more directed at the coaching process as assistance. The point is that coaching performance must be based on democratic principles, namely, assistance services provided to teachers by building togetherness to share ideas, share experiences, support, and stimulate each other. Supervising the pedagogical competence of school teachers is done by maximising two individual and group techniques. The unique methods used are super-

vision of class visits, private meetings, and class observations. At the same time, the group techniques used were MGMP meetings, training, and teacher meetings. The primary reasons for using these two techniques are effectiveness and efficiency.

Implementing competency improvement is carried out in several ways, namely assisting teachers in compiling teaching modules and monitoring classroom teaching and learning activities. Supervisors can provide instructions on how the teaching and learning process uses a competency-based curriculum and how to activate students in each lesson.

There are four stages in carrying out the charge of class visits and observations. The first step is the preparatory stage. In this phase, the supervisor prepares a visit plan and determines the class visit's time, purpose and objectives. The second stage is the observation stage, where the supervisor observes the ongoing learning process. The third stage is the final stage, where the supervisor and teacher agree to discuss the observations' results. And the fourth is the follow-up stage, namely in the form of decision-making on the continuation program.

Individual techniques in the form of private meetings are carried out to provide the possibility of solving the problems the teacher faces. In this meeting, the supervisor offers an opportunity for the teacher to share the issues in teaching and learning. Familiarity will be built through personal meetings, positively impacting interpersonal communication between supervisors and teachers.

From group supervision techniques, supervisors and principals focus on empowering MGMPs and school meetings. Through the teacher's professional forum in the form of Subject Teacher Consultations, it is hoped that the effectiveness of supervision can be fulfilled. The MGMP empowerment effort manifests the urgency of a network that can be used as a model in coaching teachers to improve the quality of their performance. In this forum, teachers can learn to self-evaluate and learn to communicate problems experienced in teaching and learning activities. The supervisor and the principal carry out academic supervision activities every semester. If, in the odd semester, the teacher feels he is still lacking and needs coaching, then there is still a chance to improve in the even semester.

To overcome the problems supervisors face in fostering teachers to improve their professionalism, they need to create strategies that are expected to be very effective as a solution. The leading explanation is effective communication between all participants involved in implementing supervision. It is built on mutual trust, a supportive attitude, empathy, sympathy, and an open attitude. Supervisors, principals and teachers can discuss obstacles in the field during the implementation of supervision by referring to the REACH principle (Respect, Empathy, Audible, Clarity, Humble). Reach means respect and respect for the privacy and interests of others. When this attitude is built in communication between supervisors, principals and teachers, each other feels valued and considered necessary. Empathy is the ability to put oneself in situations and conditions faced by others. Empathy is a caring attitude, which will make it easier for someone to catch the message being conveyed. Supervision services need this attitude, where supervisors will openly accept the actual conditions of teachers and teachers are ready to understand the requirements faced by supervisors. Audible is an effort so that the message can be heard correctly. To be heard and understood properly, it is necessary to be a good listener beforehand — clarity means clarity. Make the message conveyed clear, precise and convincing and flexible. And the last is Humble, which is humility. If one of the supervisors or teachers in the implementation of supervision tries to inflate himself by discouraging other people, the possibility of harmonisation of the relationship will occur.

The next stage of the program is the evaluation of teacher development, which is reflected in an evaluation of academic coaching. Evaluation is carried out to see the reliability of the implementation of coaching by supervisors and other stakeholders. Coaching activities that have been designed in such a way must be implemented in practice in the field as expected in the plan. Evaluation of coaching for teachers can be interpreted as a systematic collection of facts to determine whether there has been a change in the teacher concerned.

It can be seen that supervisors focus more on the supporting and inhibiting factors of IKM learning practices in schools. Supporting factors include:

1. The motivation of all school members, starting from supervisors, principals, and especially teachers in running the IKM. This is shown by a

high willingness to learn and continue to learn in gaining knowledge and updating information. Also, this is the main requirement in accelerating understanding in implementing the independent program curriculum in the classroom so that teachers can more easily motivate and transfer knowledge to students.

2. The availability of adequate facilities and infrastructure in schools, such as wifi, to gather the information that students and teachers need.

3. Collaboration and cooperation between supervisors, principals, teachers, and all school members.

The existence of inhibiting factors is unavoidable in implementing IKM in schools, including the problem of time, which is often an obstacle because supervisors, principals and teachers each have tasks that cannot be avoided. Then there are still several teachers who do not master IT, which is also an obstacle in running the IKM program. This is where collaboration and cooperation between all school members play a new role in the success of the IKM program.

CONCLUSIONS

Based on the results of the research, it can be concluded as follows:

1. The school superintendent's plan to improve teacher pedagogic competence began with systematic planning.
2. Planning is carried out at the beginning of the odd semester. According to the coordinators, the main idea in planning to improve teacher pedagogical competence is the implementation of academic supervision.
3. Strategies for increasing teacher pedagogical competence are carried out in implementing the relevant program, which has been carried out routinely to foster school teachers in providing

direction so that the four competencies that educators must possess can be implemented. Teachers must be skilled in making learning objectives flow, teaching modules, summative and formative assessments, and trained in being a facilitator in the implementation of the Pancasila student profile project.

4. Evaluation of supervisory activities aims to identify problems that impede teachers' implementation of academic supervision. Furthermore, the findings of the evaluation results, both on program planning and on the results of the performance of academic supervision of teachers, are immediately followed up to meet the targets by what has been programmed. The follow-up of the supervisory program for teachers is based on monitoring the suitability of the implementation of learning to the administration of learning.

Obstacles that occurred in the implementation of the supervisory program were:

- 1) there was a lack of information from the Education Office and LPMP;
- 2) there was a time conflict between the school principal and teachers (principals and teachers had busy lives); lack of interpersonal communication is done.
- 3) a few teachers' uses of technology and communication facilities are still minimal due to their limited knowledge of how to use IT, especially for teachers nearing retirement age.

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